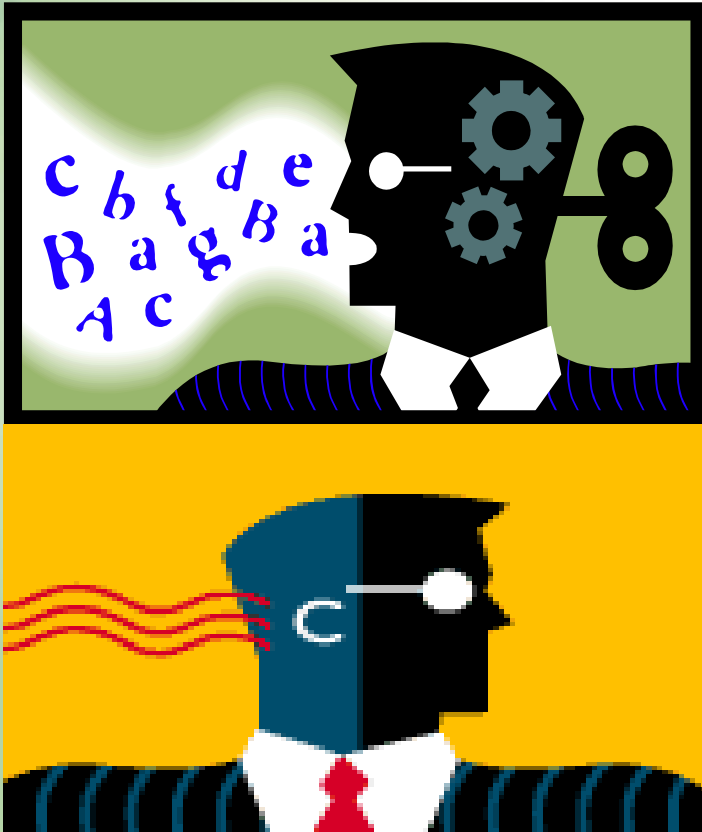


Speaking & Listening



Laura Adams

Literacy Consultant

Marci Glaus

English Language Arts Consultant

Barb Novak

Literacy Consultant

Housekeeping





Listening



Collaborative
Conversation



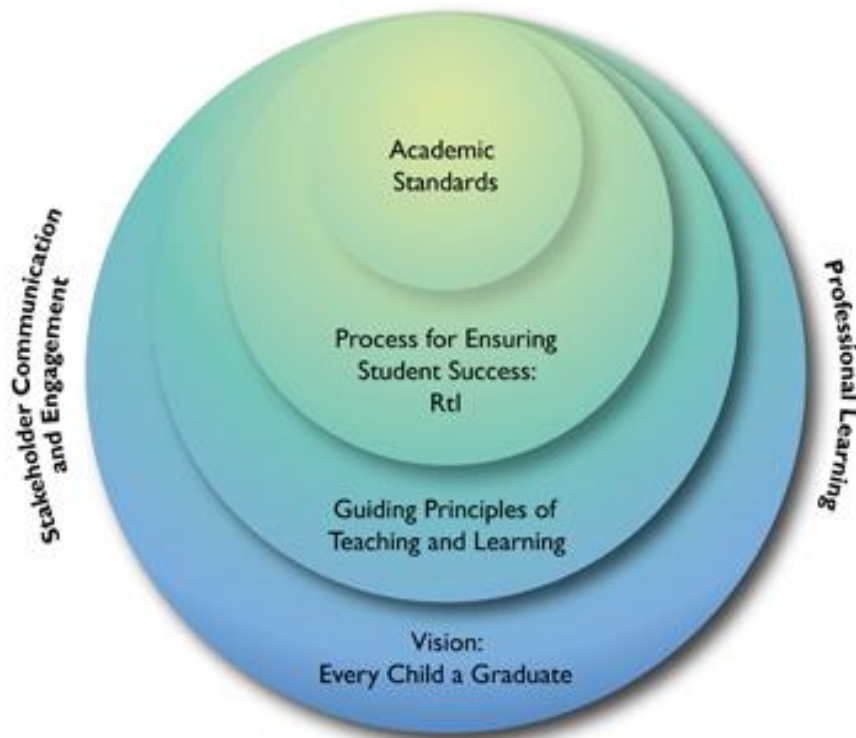
Presentation
of Knowledge
and Ideas

Critical Literacy

1. What does research say?
2. What should students know and be able to do?
3. How can this be taught?
4. How can this be assessed?

Wisconsin's Vision for ALL Learners

Relationship Between Vision, Principles, Process, Content



“Every child must graduate ready for future education and the workforce. We must align our efforts so all our students are prepared to succeed in college or a career.”

Tony Evers,
State Superintendent

Agenda 2017



Standards & Instruction

- *What and how should kids learn?*

Assessments and Data Systems

- *How do we know if they learned it?*

School and Educator Effectiveness

- *How do we ensure that students have highly effective teachers and schools?*

School Finance Reform

- *How should we pay for schools?*

Guiding Principles

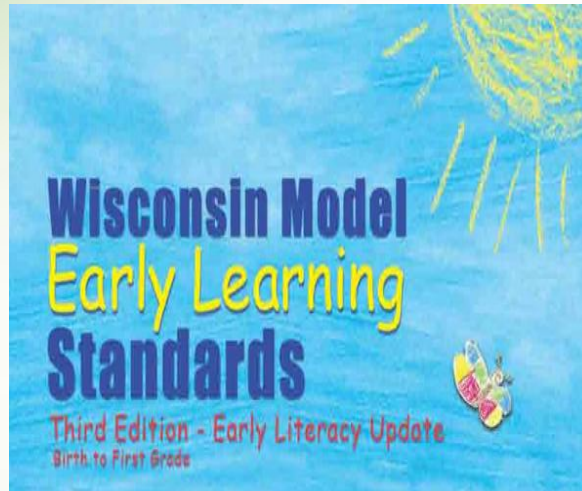
Guiding Principles for Teaching and Learning

1. Every student has a right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Response to Intervention (RtI)



Academic Standards



COMMON CORE STATE STANDARDS for **English Language Arts**



Wisconsin Department of Public Instruction

COMMON CORE STATE STANDARDS for **Literacy in All Subjects**



Wisconsin Department of Public Instruction

COMMON CORE ESSENTIAL ELEMENTS **English Language Arts**




Wisconsin Department of Public Instruction


Foundations for ELA

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

WISCONSIN FOUNDATIONS FOR ENGLISH LANGUAGE ARTS





ENGLISH LANGUAGE ARTS IS AN INTEGRATED DISCIPLINE



ENGLISH LANGUAGE ARTS INSTRUCTION BUILDS AN UNDERSTANDING OF THE HUMAN EXPERIENCE


LITERACY IS AN EVOLVING CONCEPT, AND BECOMING LITERATE IS A LIFELONG LEARNING PROCESS





CRITICAL THINKING AND PROBLEM SOLVING, COMMUNICATION, COLLABORATION, AND CREATIVITY ARE ASPECTS OF EFFECTIVE ENGLISH LANGUAGE ARTS INSTRUCTION AND ATTRIBUTES OF WI GRADUATES

LITERACY, LANGUAGE AND MEANING ARE SOCIALLY CONSTRUCTED AND ARE ENHANCED BY MULTIPLE PERSPECTIVES



Students in Wisconsin...



Language (curved text on the left)

Reading (curved text at the top)

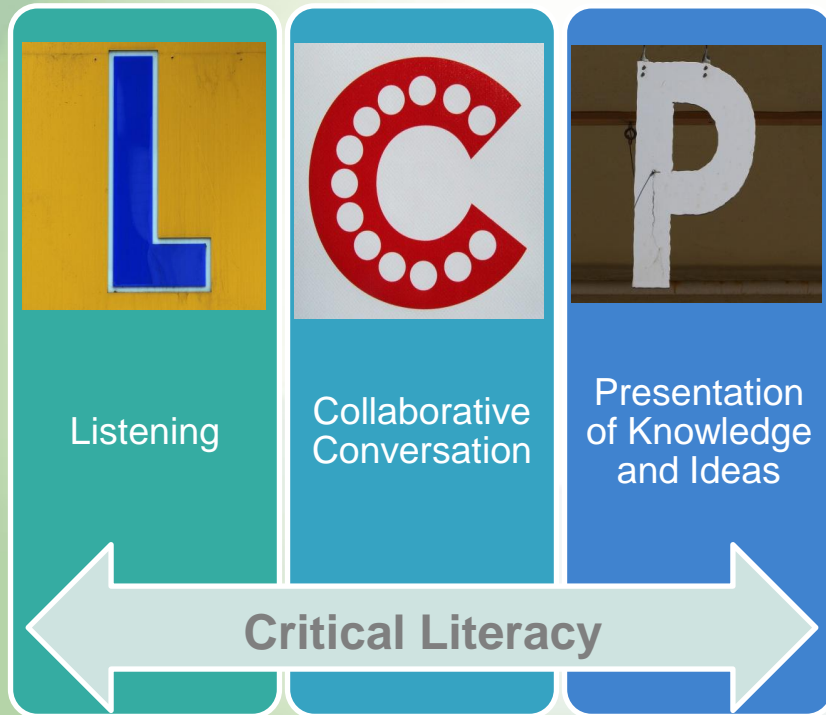
Writing (curved text on the right)

Speaking (curved text at the bottom)

Listening (curved text on the bottom left)

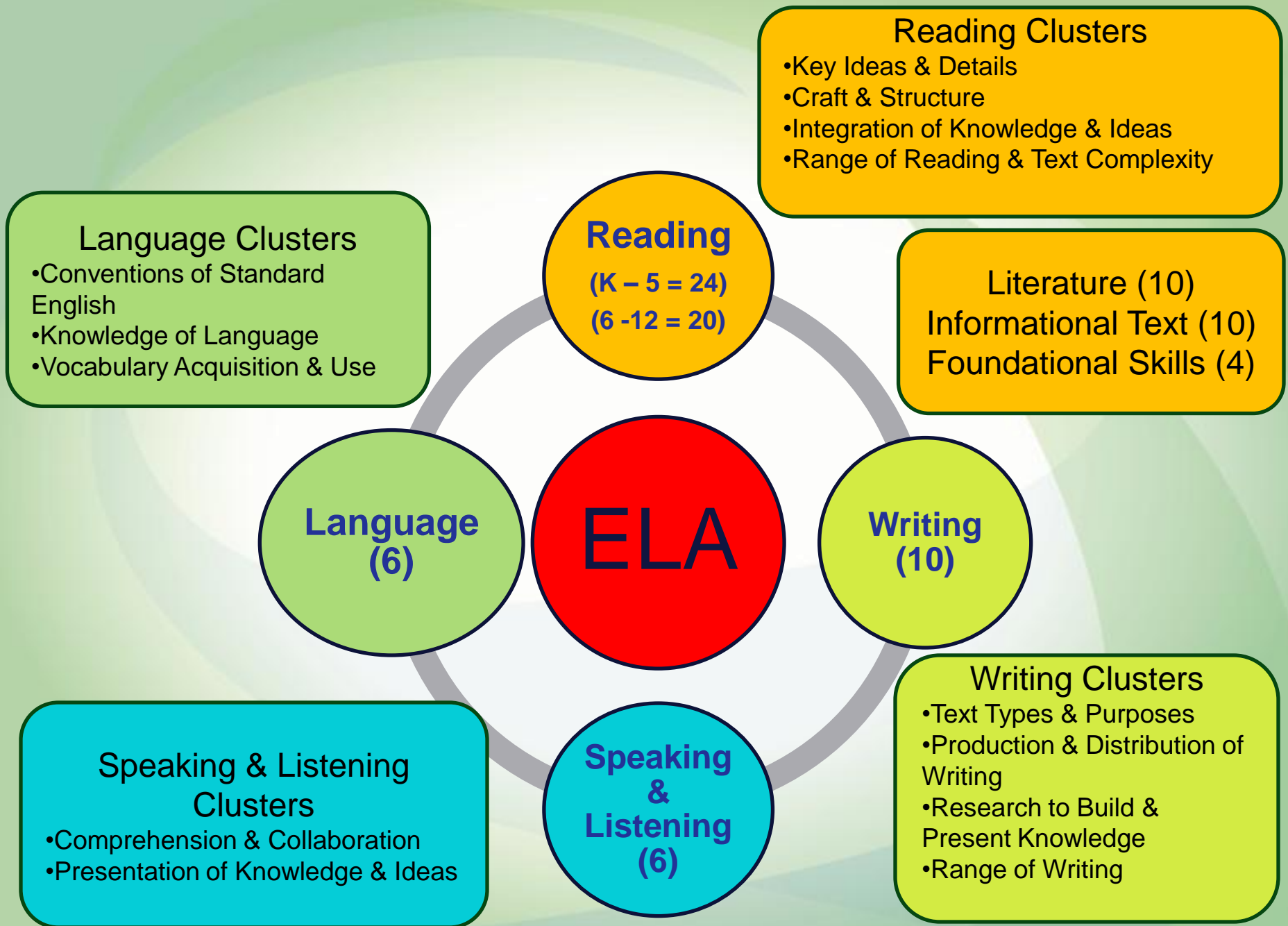
1. Demonstrate independence.
2. Build strong content and knowledge.
3. Respond to the varying demands of audience, task, purpose and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

Foundations for Speaking & Listening

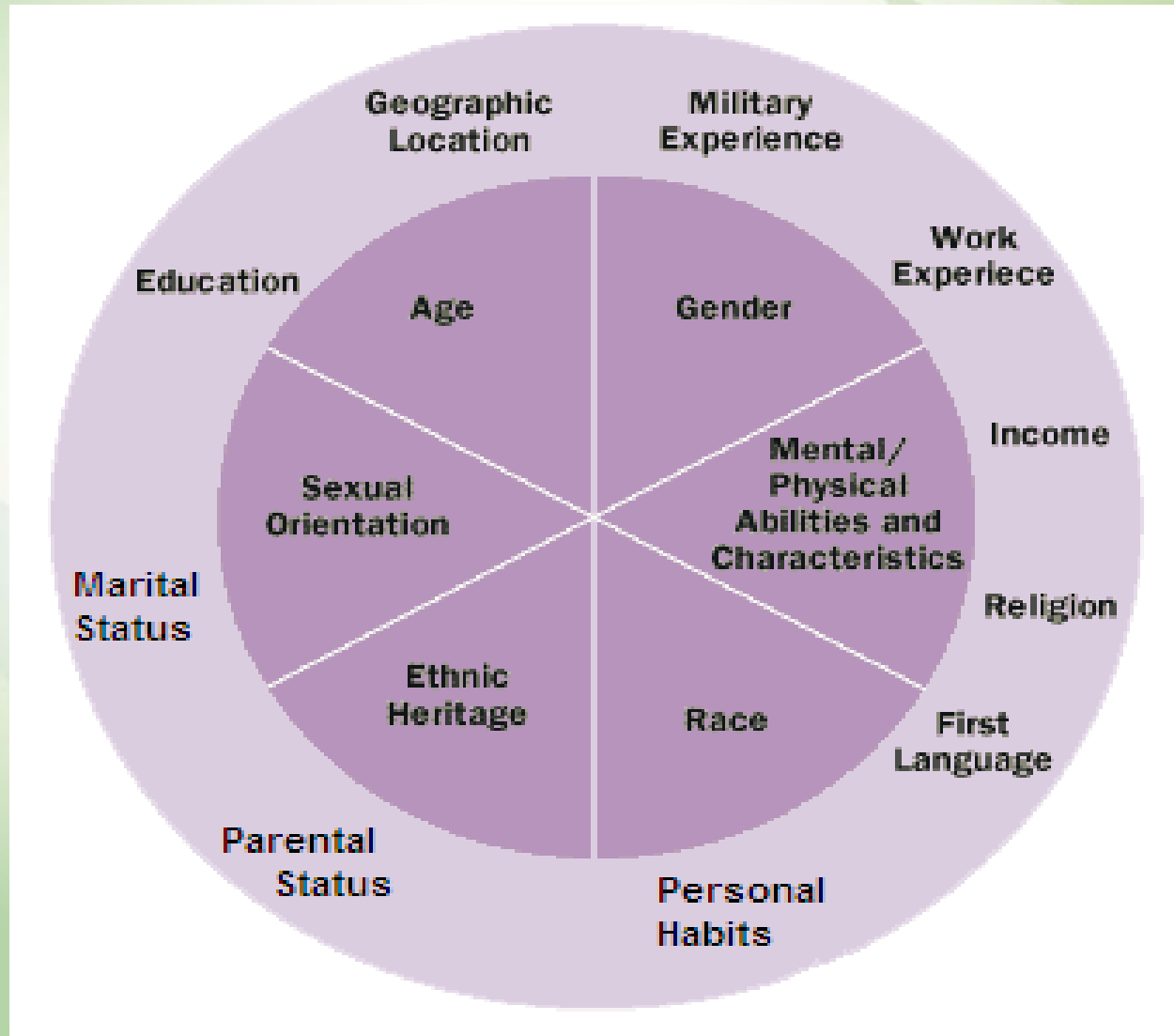


What is important:

- Integrated nature of literacy
- Culturally responsive practices
- Broad definition of text



Culturally Responsive Practices



Culturally Responsive Practices

- Think of all students as capable learners and have high expectations for them
- Be culturally competent
- Draw on students' experiences
- Use a variety of engagement strategies
- Foster critical consciousness and cultural knowledge
- Bridge students' home and school lives while meeting district and state curricular requirements

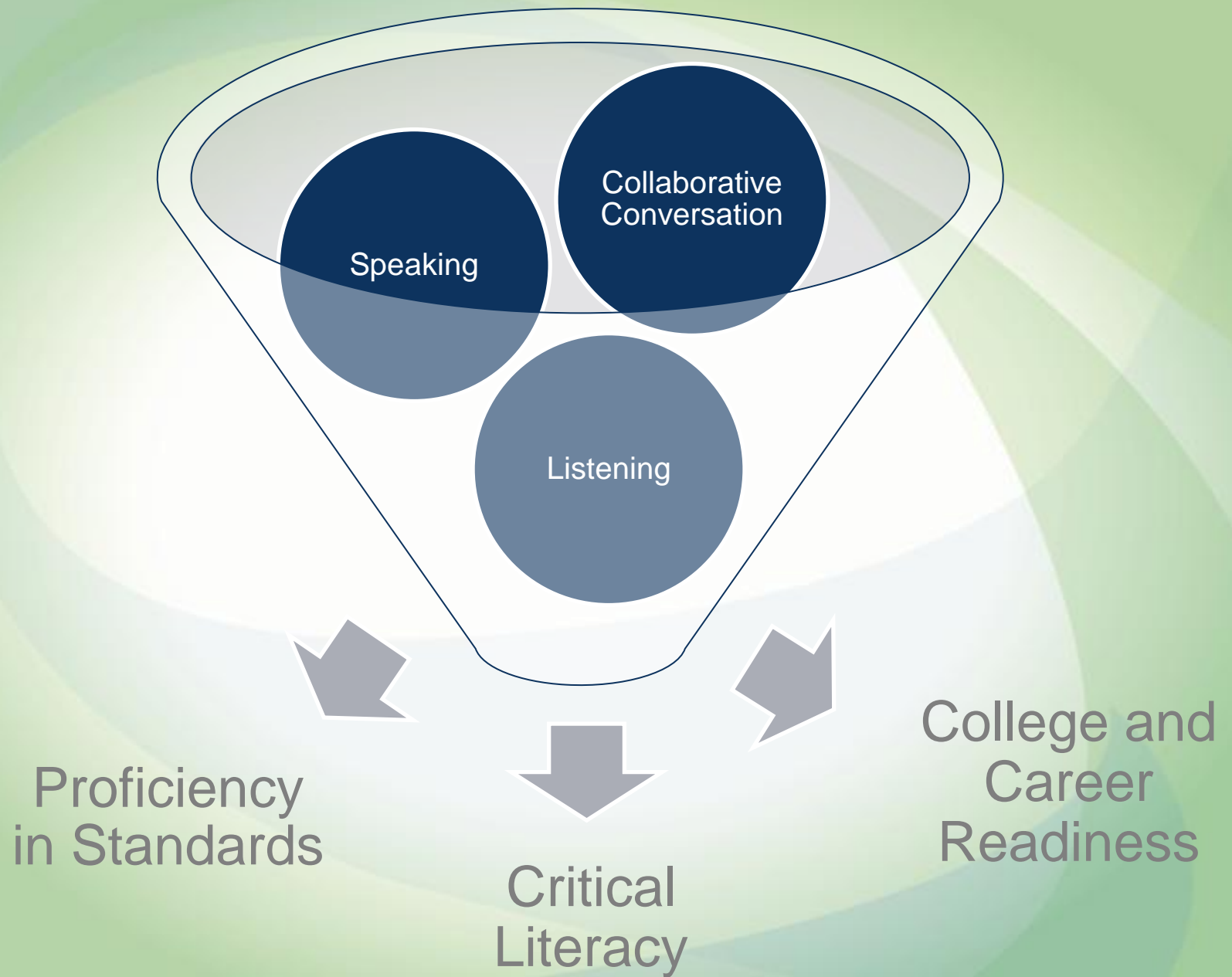
Dr. Gloria Ladson-Billings



Wisconsin's Definition of Text

A text is:
any communication –
spoken, written, or
visual – involving
language





Critical Literacy

“refers to use of the technologies of print and other media of communication to analyze, critique, and transform the norms, rule systems, and practices governing the social fields of everyday life”

(Luke, 2004, p. 5)

What Can College-Career Readiness Look Like?



Like A Girl

<https://www.youtube.com/watch?v=XjJQBjWYDTs>



Legos

<http://www.buzzfeed.com/rachelzarrell/ego-creates-female-scientist-set-months-after-7-year-old-gi#.cuwyz3xaQq>

Critical Literacy

1. Disrupting the commonplace
2. Interrogating multiple viewpoints
3. Focusing on sociopolitical
4. Taking action and promoting social justice

(Lewison et al., 2008)

Critical Literacy Examples

- Text selection and purposeful prompts for new ways to understand the world (Labadie, Mosley Wetzel, & Rogers, 2012).
- Making time for discussion where students consider critical issues in texts and even role play (Lewison et al., 2002)
- Theme-based approaches to literacy and topics relevant to students' concerns and interests (Man Chu Lau, 2012)
- Read to “examine society” from a broad definition of text (Christensen, 2000, 2009)

What Critical Literacy Looks Like



Critical Literacy In Action



- Text selection
- Space for discussion
- Constructivist learning
- Respect for student differences
- Respect for school and classroom context
- Authentic tasks

What Critical Literacy Looks Like

1-25-44

Dear Lego company:

My name is Charlotte. I am 7 years old and I love legos but I ~~don't~~ don't like that there are more lego boy people and barely any lego girls. Today I went to a store and saw legos in two sections. The pink and the blue. ^{boys} All the girls did was sit at home, go to the beach, and shop, and ~~they~~ they ~~had~~ had no jobs but the boys went on adventures, worked, saved people, and had ~~jobs~~ jobs, even swam with sharks. I want you to make more lego girl people and let them ~~go~~ go on adventures and have fun. ~~ok~~ ok!!!

from Charlotte.

Thank you.

Charlotte Benjamin



Listening



Collaborative
Conversation



Presentation
of Knowledge
and Ideas

Critical Literacy

1. What does research say?
2. What should students know and be able to do?
3. How can this be taught?
4. How can this be assessed?

What do students listen to. . . ?



. . . in school?

. . . in other places?

Why Care About Listening?

“Listening can be the means of achieving change in behavior and/or belief systems...” (Gibson & Gavel-Briggs, 2013).

What Is Listening?

Listening is NOT:

- the same as paying attention
- the same as the physiological process for hearing

Listening IS:

receiving, constructing meaning from, and responding to spoken/nonverbal messages.

**International Listening
Association, 1996**

Listening Development

“Listening, like learning, is an active not passive process which students can control and enhance,” (Imhof, 1998).

- Listening comprehension precedes speaking ability and develops more quickly than speaking ability (James, 1985).
- Listening comprehension outpaces reading comprehension until grades 6-8 (Sticht & James, 1984).

Turn-And-Talk

- What stood out for you in that information?
- What does this mean for your context?



Range of Text

Level	Literary	Informational
Elementary	50%	50%
Middle	45%	55%
High	30%	70%

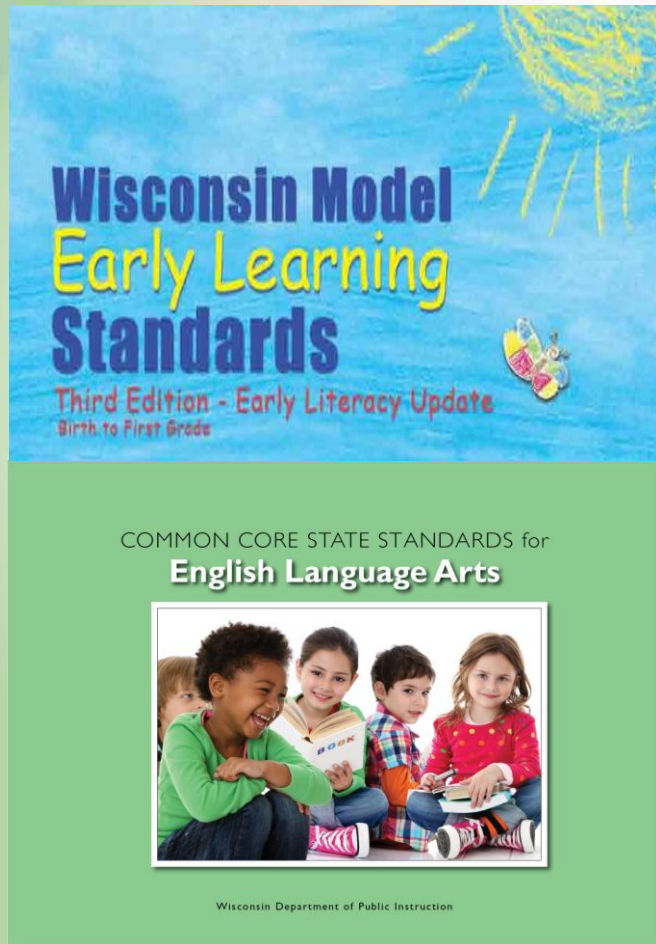
“To measure students’ growth toward college and career readiness, assessments aligned with the CCSS should adhere to the distribution of texts across grades cited in the NAEP framework.”

What do students listen to. . . ?



1. How does what students listen to reflect research?
2. How does what students listen to reflect guidance from NAEP?
3. What are areas of strength and need for your classroom, school, or district?

Academic Standards: Listening



- How is the research reflected in the standards?
- For 4K: What are reasonable end-of-year expectations to prepare students for listening expectations in 5K?
- For 5K – 12: How do the standards change from grade-level to grade-level?

Instructional Practice: Draft Listening

1. Listen to selected passage.
2. Respond.
3. Provide specific purpose for listening.
4. Listen to selected passage again.
5. Respond to specific purpose.

Establish purpose and goals

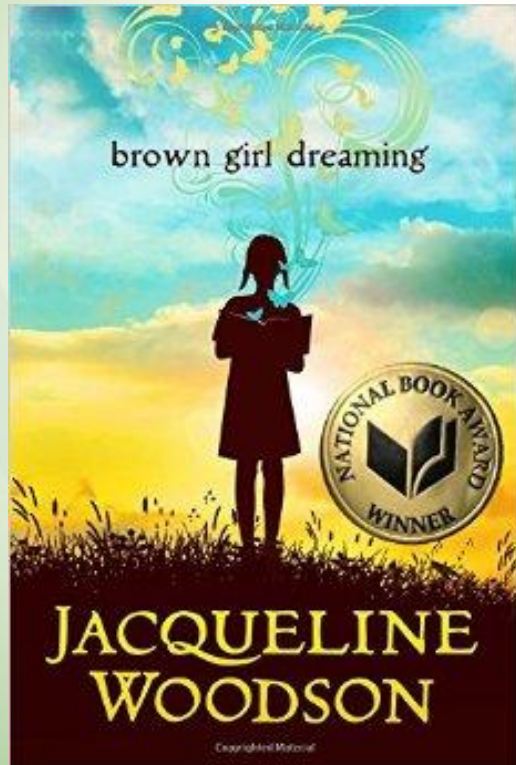
General Purposes:

- To comprehend
- To evaluate message
- To separate fact from opinion
- To foster relationships
- For entertainment/enjoyment

(Wolvin & Coakley, 1982)

**Look to
standards for
specific goals**

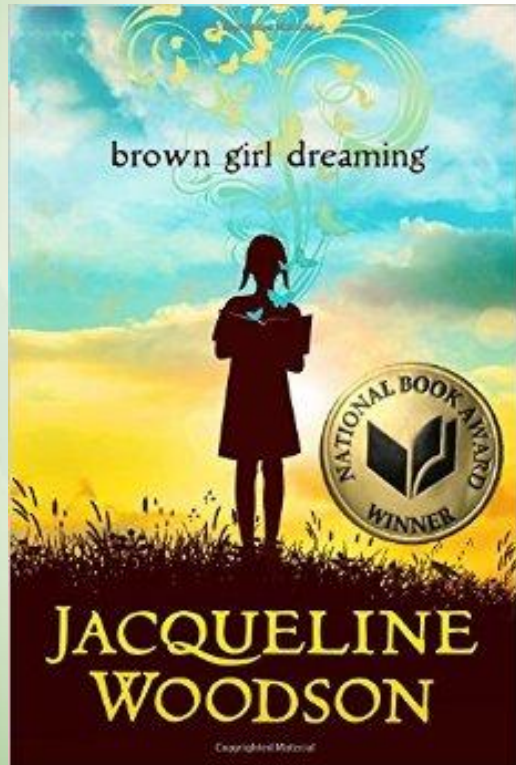
Instructional Practice: Draft Listening



Let's try it. . .

- Listen to selected passage.
- What did you hear?
What did you notice?
What stood out for you?
- Write
- Talk

Instructional Practice: Draft Listening



Let's try it. . .

- Listen to selected passage again.
- Summarize the text. (SL 5.2)
- Write
- Talk

Instructional Practice: Draft Listening

- What were those different listening experiences like?
- What implications does this have for instruction?



Instructional Practice: Draft Listening

- Why did we choose the text we did?
- Why did we choose the standard we did?
- What supports/enrichments could be added?

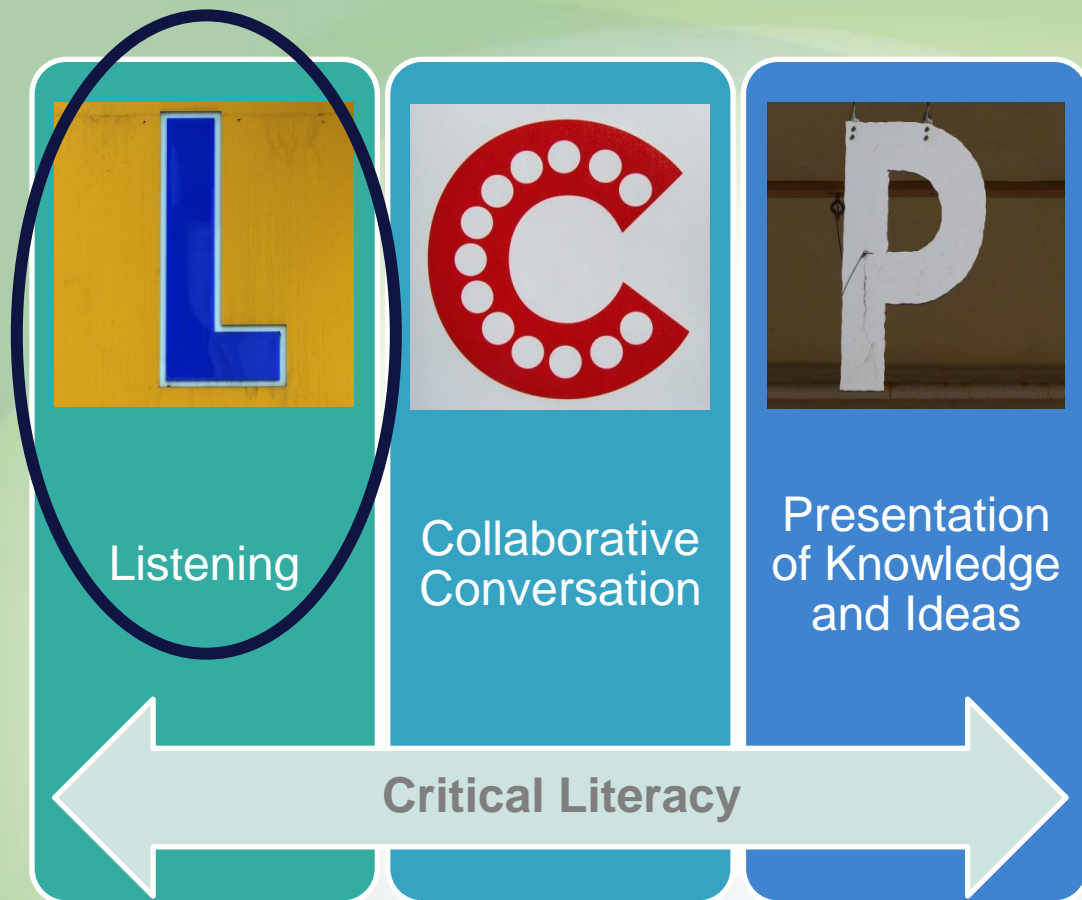
Sources for Texts



- Podcasts
- Audiobooks
- Wikimedia
- Speeches
- Read-alouds (where students don't see text)
- Other students
- Ted Talks

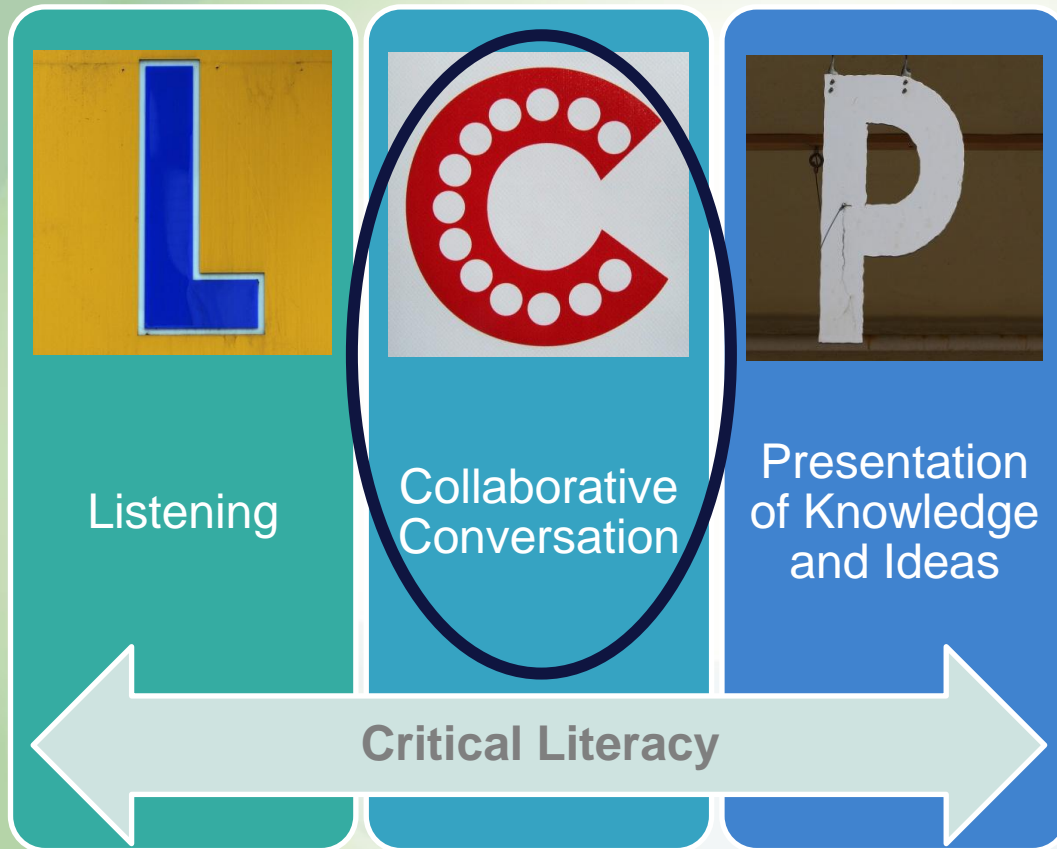
Assessment Strategies

- Student work
 - Graphic Organizer
 - Exit Ticket
- Teacher-generated questions
- Observation
- Student self-assessment



1. What does research say?
2. What should students know and be able to do?
3. How can this be taught?
4. How can this be assessed?

- What do we want students to learn?
- How will we know what they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?



1. What does research say?
2. What should students know and be able to do?
3. How can this be taught?
4. How can this be assessed?

How do you collaborate?

What type of collaborative conversations and discussions are part of your personal and professional life?

- One-on-one
- Small group
- Large group
- Digital – synchronous or asynchronous



Benefits: Collaborative Conversations

Collaborative conversations benefit all students, but how often do collaborative conversations actually happen?

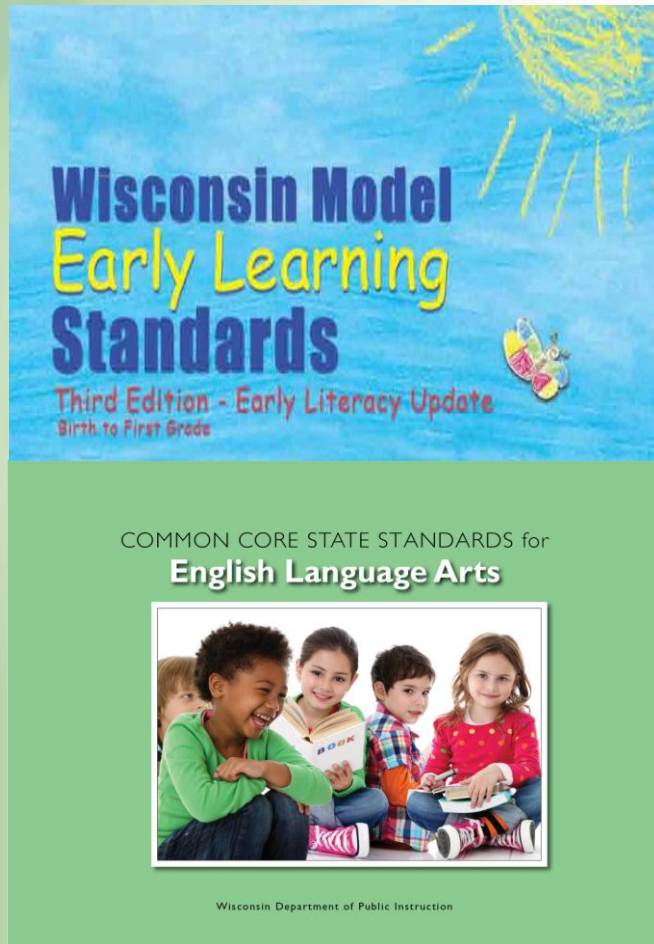
- Low-achieving and high-achieving students internalize knowledge and skills to independently work through challenging literacy tasks (Applebee, Langer, Nystrand, & Gamoran, 2003)
- English language learners build oral language and build knowledge (DaSilva Iddings, Risko, & Paula Rampulla, 2009)
- Discussion rarely took place and lasted an average of less than one minute (Nystrand, Gamoran, Kachur, & Prendergast, 1997)

Shifting Expectations

“One of the most important influences on all talk is the participants themselves - their expectations about interactions and their perceptions of each other” (Cazden, 2001).



Academic Standards: Collaboration

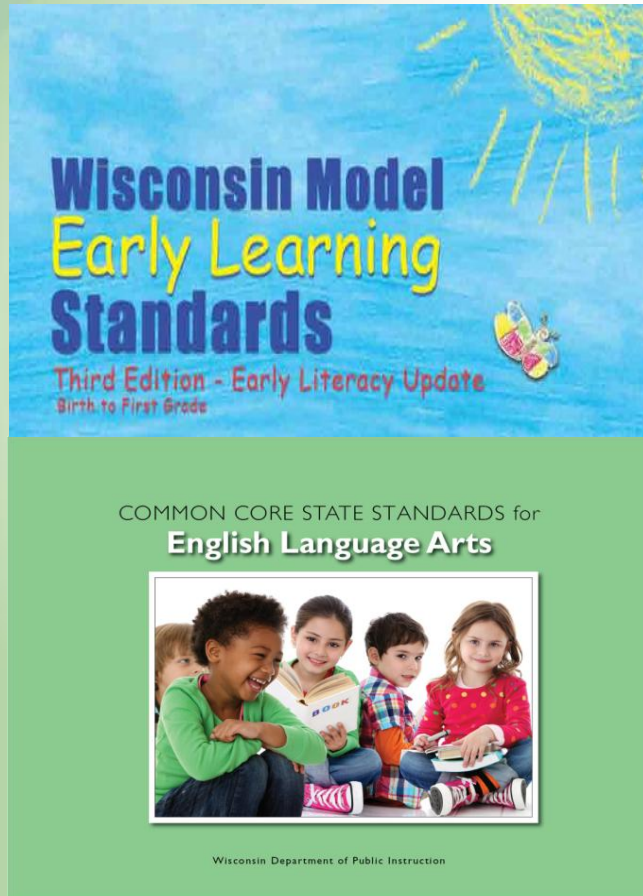


- How is the research reflected in the standards?
- For 4K: What are reasonable end-of-year expectations to prepare students for listening expectations in 5K?
- For 5K – 12: How do the standards change from grade-level to grade-level?

Academic Standards: Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

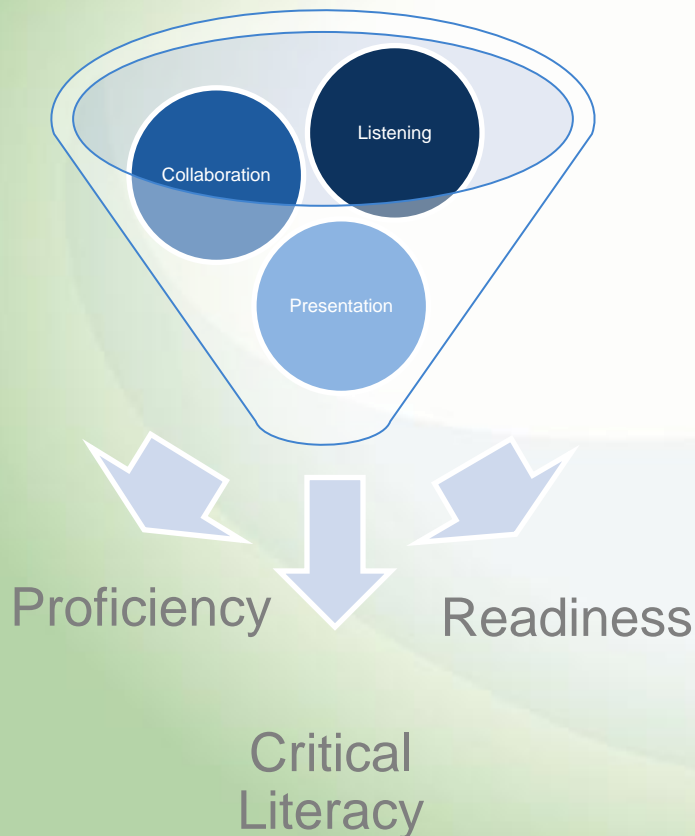
SL, CCR 1



Critical Literacy

Students making real-life connections to texts with opportunities to read *and engage with* social issues. Teachers open “conversational space” for students to consider important issues through multiple perspectives.

(Lewison et al., 2002)

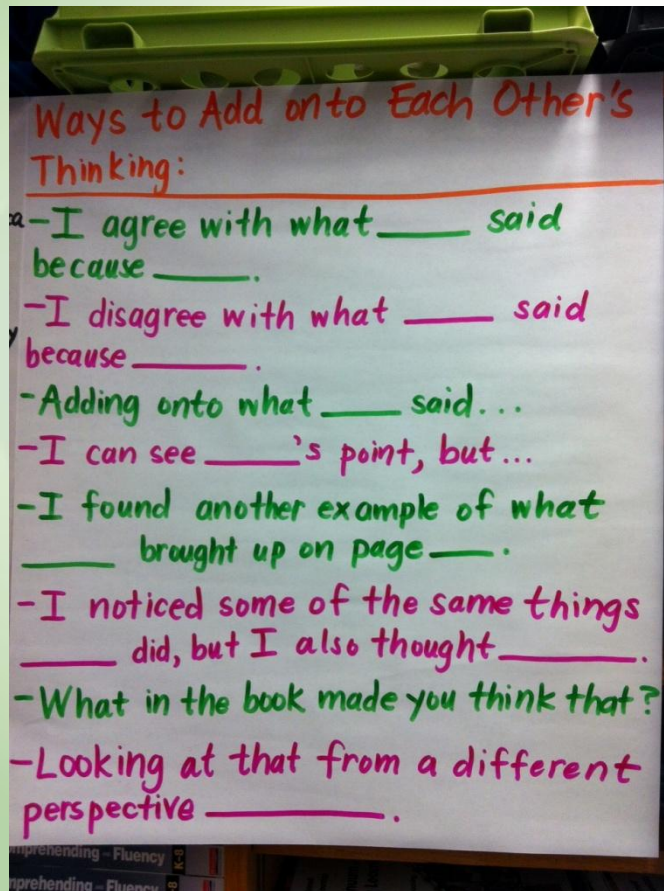


Teaching Collaborative Conversations

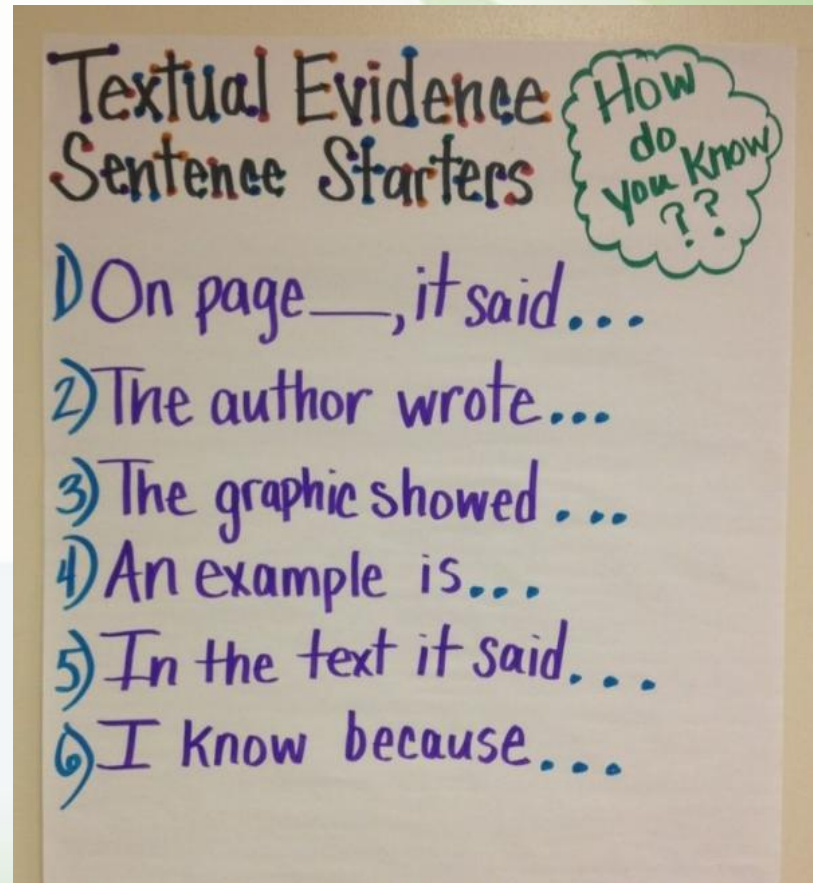


1. View video of discussion.
2. Take notes about productive and unproductive moves.

Teaching Collaborative Conversations



<http://middleschoolteachertoliteracycoach.blogspot.com/2013/05/more-guided-reading-anchor-charts.html>



<http://indulgy.com/post/zfYLAzGIB2/common-core-is-all-about-evidence-standard-on>

Teaching Collaborative Conversations

Use reading and discussion to consider:

How do history, environment, and experience influence identity?

1. Select and read a text. Annotate ideas related to the guiding question.
2. Select a collaborative move to focus on during discussion
3. Discuss the texts' messages about the guiding question
4. Debrief
 - To what extent did your discussion address the guiding question?
 - To what extent did you utilize the selected collaborative move?

Text Options



Malala Yousafzai's
Nobel Prize acceptance

Text

Video



Sherman Alexie

"Superman and Me"

Teaching Collaborative Conversations

Use reading and discussion to consider:

How do history, environment, and experience influence identity?

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 - To what extent did your discussion address the guiding question?
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Teaching Collaborative Conversations

How do we get there?

- Explicitly teach expectations
- Gradual release of responsibility



Assessment

Checklists that students can use when conferring about their collaborative discussions and speaking and listening skills.

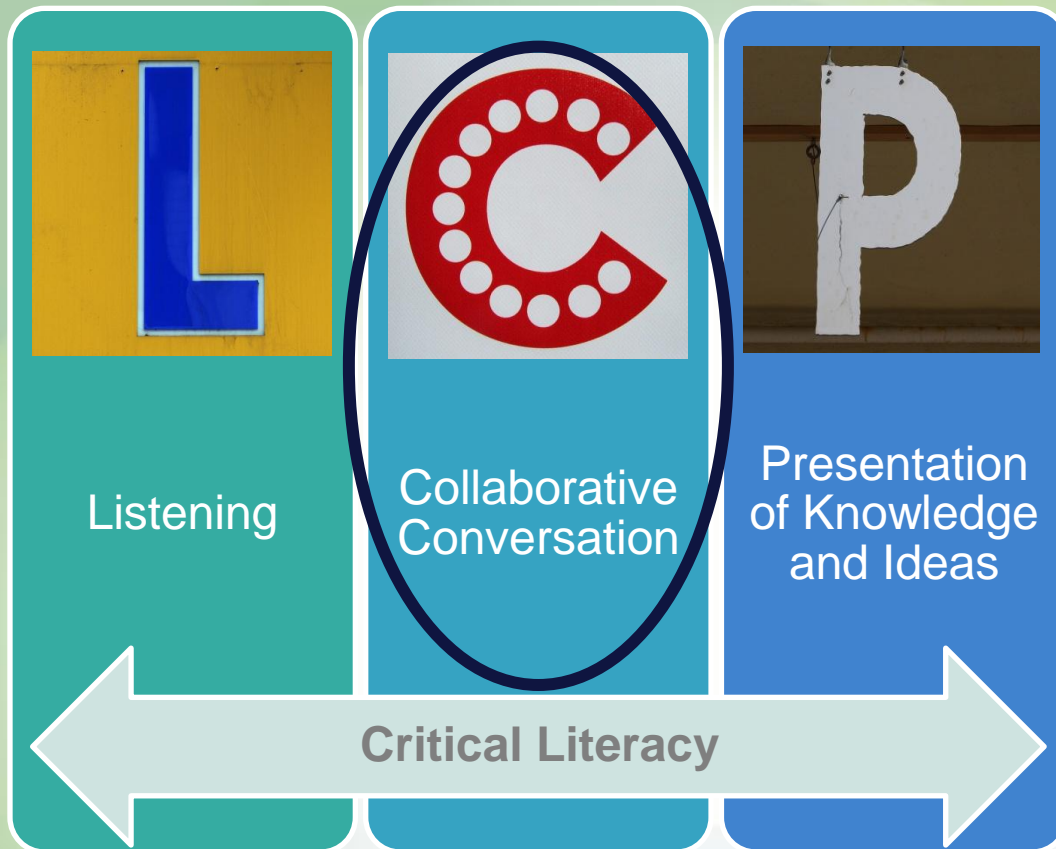
Collaborative Discussions

Name: _____



INDICATORS	WHAT IT LOOKS LIKE	WHAT IT SOUNDS LIKE	HARDLY 1	SOME 2	MOST 3	ALL 4	N/A EX
PREPARATION							
Has completed work prior to group work	<ul style="list-style-type: none"> Brings text/supplies/assignment to class Takes out text/supplies/assignment 	<ul style="list-style-type: none"> "I have my calculator here." "My notes are on my desk." 					
Engages in learning	<ul style="list-style-type: none"> Arrives on time Puts electronics away Works with a wide range of students Takes a positive role in groups Shares materials Does equal share of the work Tracks progress towards goals/deadlines 	<ul style="list-style-type: none"> "My cell is turned off." "How about if I work on _____ and you work on _____?" "_____ may join our group." "You may use my book." "We need to _____ in order to meet our goal." 					
SPEAKING							
Gives evidence to support ideas	<ul style="list-style-type: none"> Makes eye contact Incorporates vocabulary expected of the content Reads a passage from the text that illustrates an idea Brings another information source to support an idea Presents information in an organized way 	<ul style="list-style-type: none"> "On page _____ it states..." "I found another source that corroborates..." "I found a source that challenges..." "First... Second... Third..." "... was a cause of..." 					
Asks questions to generate discussion	<ul style="list-style-type: none"> Makes eye contact Uses open-ended questions 	<ul style="list-style-type: none"> "How do...?" "Why does...?" "What do you think..." 					
Respects the opinions of others	<ul style="list-style-type: none"> Makes eye contact Allows others to finish speaking Comments on the idea, not the person Minimizes gestures 	<ul style="list-style-type: none"> "Although I do not agree with _____'s idea, she gave several examples of why she thinks that." "Another way to look at it might be..." 					

- Observation notes
- Observation rubric
- Recording
- Student self-assessment



1. What does research say?
2. What should students know and be able to do?
3. How can this be taught?
4. How can this be assessed?

- What do we want students to learn?
- How will we know what they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?



1. What does research say?
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4. How can this be assessed?

Wisconsin Educator Survey Data

Where do you need time, resources, and/or support?

- #1 Present ideas with strategic use of digital media and visual display appropriate to task, purpose, and audience.

How do students present knowledge?

What “speaking” opportunities do we give students to allow them to present their knowledge and ideas?



Presentation of Knowledge and Ideas

- Present to demonstrate what was learned:
The only way we know whether a listener has heard, understood, synthesized, and evaluated orally presented information is in his/her response (speaking, including nonverbal cues, and/or writing). (Brownell, 2006).
- Present to demonstrate command of language
It's not enough to learn rules of language [in isolation], grammar must be learned in context and applied in authentic speech and/or writing (Scarcella & Rumberger, 2000).

Responsiveness

Culture and discourse communities

- Sequence of events
- Turn-taking
- Language patterns

(Cazden, 2001; Gee, 2004)

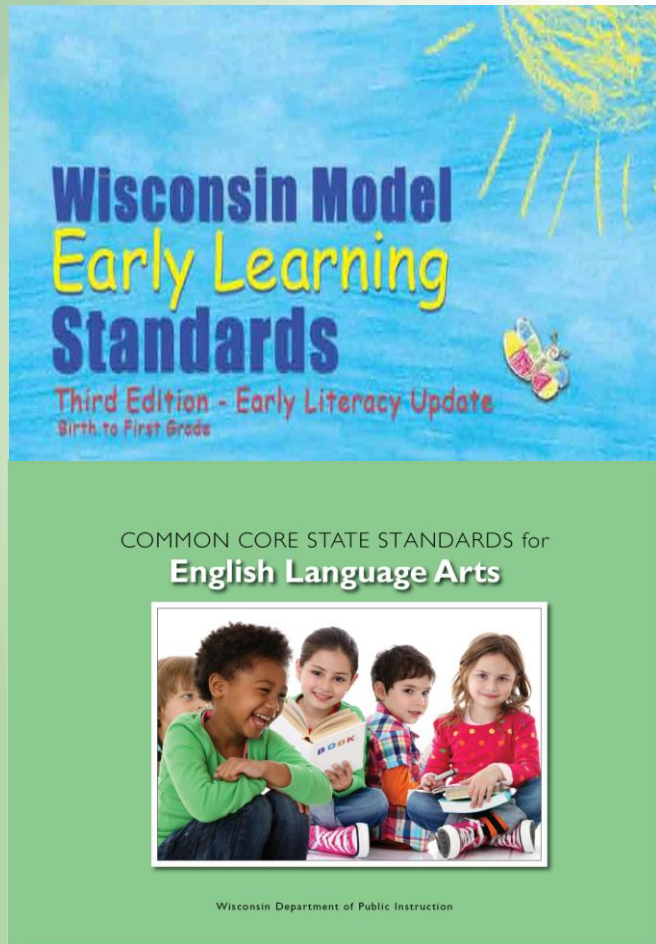
Write to Reflect:

What speaking behaviors are valued in your communities? What implications does that have for learners?

Responsiveness



Academic Standards: Presentation of Knowledge & Ideas



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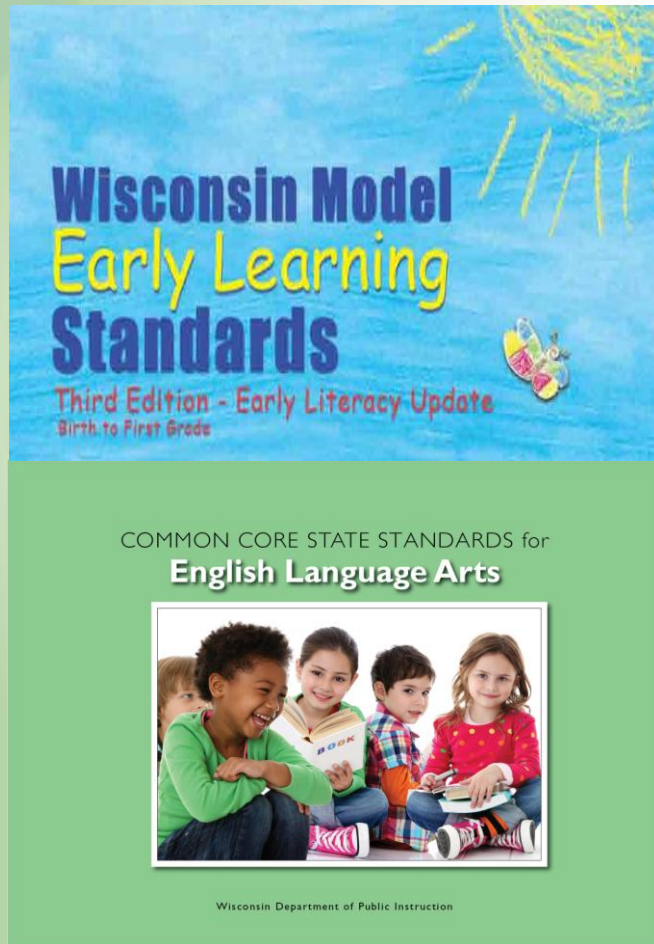
Academic Standards: Presentation of Knowledge & Ideas

At particular grades:

- What is meant by presentation?
- What are the expectations and opportunities (found in standards) for each grade level?

Consider:

- Audience
- Technology tools



Technology Tools for Presentation



Technology Tools for Presentation

Writing Focus	Presentation Focus	Audio/Video Focus
<u>Printing press</u>	Google Slides	<u>Voicethread</u>
<u>Timeline</u>	<u>Prezi</u>	<u>Cowbird.com</u>
<u>Weebly.com</u>	PowerPoint	<u>Printing press</u>
<u>Cowbird.com</u>	<u>Voicethread</u>	<u>*Podcasts</u>
<u>Storybird.com</u>	<u>http://piktochart.com/</u>	<u>https://animoto.com/</u>

Assessment

- Group-developed rubric
- Record presentations
- Self-assessment
- Peer-assessment (simultaneously assessing listening skills)





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- How will we respond if they already know it?

Intentional Instruction & Assessment

English language arts is an integrated discipline

Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing and representing happen in a connected way, and are intended to be taught as such, in rich and authentic learning contexts.
(CCSS, p.4)





Listening



Collaborative
Conversation



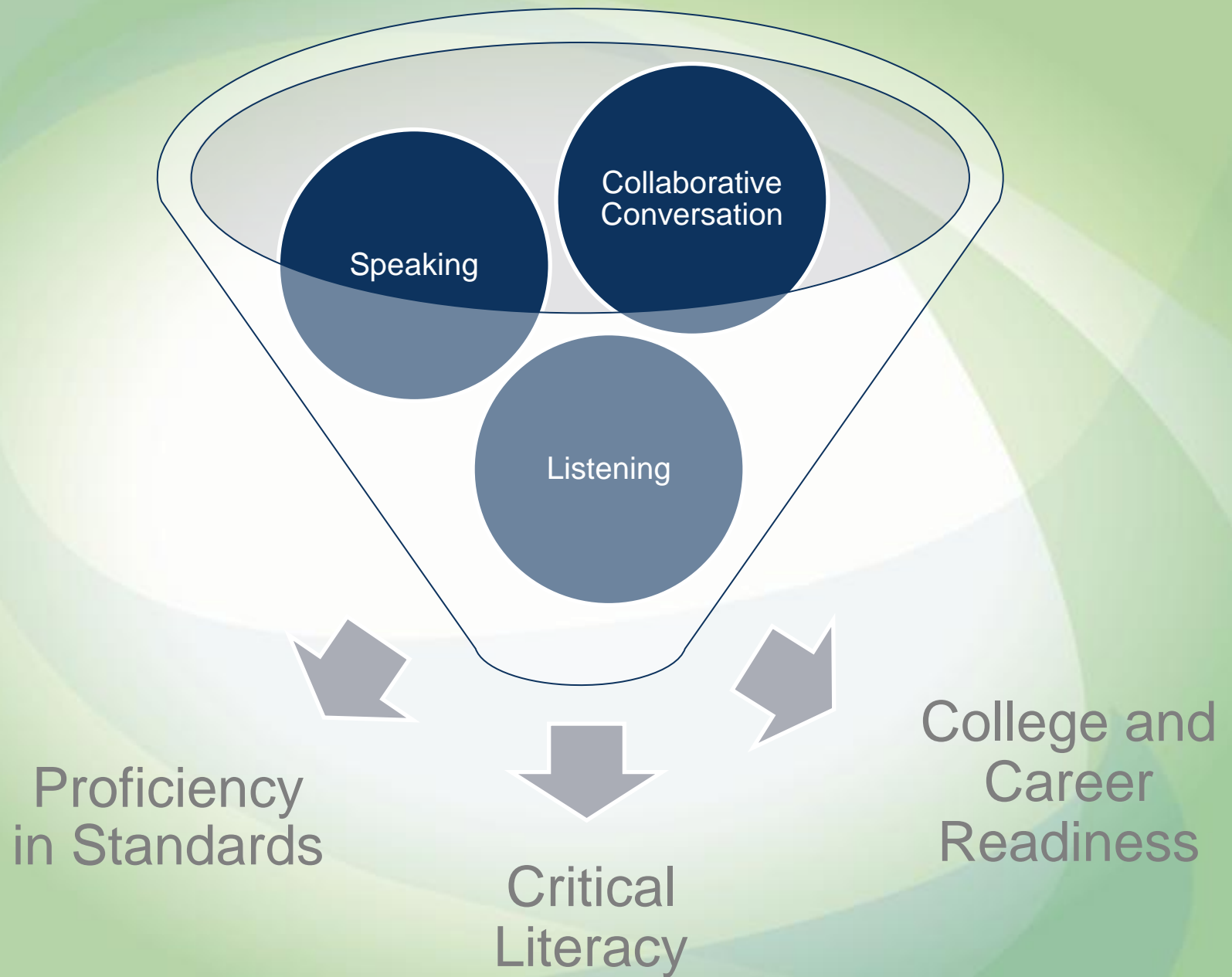
Presentation
of Knowledge
and Ideas

Critical Literacy

1. What does research say?
2. What should students know and be able to do?
3. How can this be taught?
4. How can this be assessed?

Why Speaking & Listening?







**Laura Adams,
Literacy**

laura.adams@dpi.wi.gov

(608)267-9268



**Marci Glaus,
ELA**

marci.glaus@dpi.wi.gov

(608)266-3551



**Barb Novak,
Literacy**

barb.novak@dpi.wi.gov

(608)266-5181